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AUTHOR Woal, S. Theodore
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ABSTRACT

Seven fundamental developmental needs in the culture and in child development are seen as sustaining career education goals, with career education programs helping each student meet them: (1) mastering requirements for physical wellbeing; (2) understanding physical and emotional changes; (3) accepting the self; (4) accepting, understanding, and loving others; (5) recognizing responsibilities to others; (6) becoming independent; and (7) developing the ability to face reality. The suggested program involves the following areas: role of staff in educational and vocational planning; vocational orientation; activities in vocational development; career orientation programs; industry orientation programs; industry orientation trips, including purpose, basic procedures, and school follow-up; faculty orientation programs, including the economic, social, cultural, and educational environment of the community; and career materials resource center. (LH)

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A SUGGESTED COORDINATED PROGRAM

FOR

DEVELOPING CAREER APPRAISAL

INSIGHTS FOR MIDDLE SCHOOL STUDENTS

S. Theodore Woal

Supervisor - Vocational Guidance Service

School District of Philadelphia

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This paper presents a coordinated systematic program for developing career appraisal insights for middle school students. The a pricri acceptance of developmental needs presumes career planning as an on-going process (1) involving school staff in a variety of appraisal activities and infusing career oriented experiences in all curricula areas.

Elementary and secondary school staffs are assuming a more definitive role in assisting students with, the career appraisal phase of educational exposure. Our society aims to maximize the freedom of individuals to relate goals to abilities, interests and cultural and environmental background as each person concaives a role in society.

However, freedom of choice is curtailed to the extent that choice is uninformed. Choice is also constrained by the pressures of the social and cultural order unless the individual is assisted in learning how that order can be used for constructive purposes.

Developmental Needs of Our Culture:

Recognition and understanding of the fundamental needs of our culture is basic to the process of career education (2) and students of child development agree that children in our present societal period have the following needs: (3, 4, 5).

1. Mastering requirement for physical well being
2. Understanding physical and emotional changes
3. Accepting the self
4. Accepting and understanding and loving others
5. Recognizing responsibilities to others

6. Becoming independent

7. Developing the ability to face reality

These fundamental developmental needs sustain the career education goal of our schools. All school services are directed toward helping each student to become increasingly capable of making choices and decisions which contribute to the individuals' growth as a person of worth and dignity, a productive member of society and a constructive member of the community (6).

Recognition of Developmental Needs Basic to Career Appraisal

A basic program aimed at developing insights in the process of career appraisal should consider: (a) the relationship of the function of the school and particularly the vocation guidance function of the school in this process; (b) the process as it relates to the individuation for each student in planning his future life. The term "career education" broadens the concept of career appraisal to include "all education as career education."

The individuation process recognizes that basic needs are not mutually exclusive. Realistic attitudes of self acceptance, recognition of and from others, the development of independent thinking and decision making and the ability to face the "realities" of life bear fundamentally on the developmental process of coalescing insights in the individual's career development plan. (7)

To face the "reality of life," the student must develop the ability to make satisfactory intrinsic adjustments: to identify problems, choose alternatives, distinguish between phantasy and reality and evaluate capabilities in planning for the future

and to understand the environment and the subtle interplay of all factors that impinge on personality. Just as the personality of an individual develops as the child grows, so readiness for a realistic vocational choice is a developmental process extending in many cases over a total life time. (8)

CAREER PLANNING AN ON-GOING PROCESS

Vocational theorists agree that the process of individuation in career choice is an on-going process requiring exposure to and exploration of a substantial number of experiences and areas over a period of time, from which a pattern of vocational interest may materialize which incorporates and integrates the abilities, aptitudes and values of the individual. The characteristics of both occupations and people change over a period of time and at some point the emerging person sees vocational choice as implementing self image. This new perception has implications for school guidance practices pertaining to the study of occupations, use of tests, educational planning, school curricula, and counseling procedures. (9) (10)

Vocational choice is no longer perceived as a single choice, but rather as a series of choices which occur as an individual passes through various stages in the process of achieving vocational maturity, thus any plan of career orientation should include vicarious, experimental, and other exploratory activities.

THE ROLE OF STAFF IN EDUCATIONAL AND VOCATIONAL PLANNING

The educational and vocational planning function is but

one phase of the complement of group guidance, and group and individual counseling services in a school; other phases include pupil appraisal, referral, parent help, staff counseling, local research, placement. The teacher, and particularly the homeroom advisor, who observes students in a variety of situations, can help students with problems and refer students to appropriate sources for other assistance.

The counselor in the individual counseling interview process and in group counseling further assists students and parents in specific problem areas including vocational planning and curriculum selection to meet individual goals. (11)

In the educaitonal and vocational planning area, the counselor:

a. Assists the pupil and parents in relating interests, aptitudes and abilities to current and future educational and occupational opportunities and requirements, long range educational plans, and choice.

b. Collects and disseminates information concerning careers, opportunities for further education and training, and school curricular offerings. These activities should be provided through a carefully planned sequence and may include group and individual sessions with pupils and parents, special programs, provision of up to date educational and occupational files readily accessible to pupils, bulletin boards, guidance newsletters, and visits by pupils to educational insti-

tutions and business and industry.

c. Assists in understanding procedures for making applications and planning for financing the educational goals beyond high school.

d. Consults with school administrators and members of the school faculty relative to the curricular offerings which will meet the abilities, interests, and needs of the students.

A SUGGESTED COORDINATED PLAN OF VOCATIONAL ORIENTATION

The coordinated plan for developing insights in career appraisal for middle school students has eight basic parts which should become an integral part of the educational exposure of each student. The parts are:

1. Career orientation: gives students information about job families and occupations, requirements, preparation, advancement possibilities, and job satisfaction as an aid in developing plans for high school course selection.

2. Industry Orientation: gives students a panoramic view of industry, the present situation, future needs and the implications of change in assaying future educational plans for the individual.

3. Plant Visitation: a vicarious experience to raise the level of aspiration and motivation and expose students to "role models."

4. Faculty Orientation: a program of staff orientation to economic, social, cultural and educational environment

of the school community. To bring into sharp focus the "forces" at work within the community, the "state" of the community background for a deeper understanding of the school needs of our students.

5. Plant Visitation For Staff: to develop more intimate knowledge about job opportunities, needs of industry and the unique qualities of individual establishments. A more intimate and direct liaison with industry.
6. Course Selection Information: the utilization of resource personnel from Commercial Division, Technical School, Industrial Arts, Home Economics and other areas to present clear definitive data on course selection to both students and staff.
7. Decision Making: experiences real and vicarious in recognizing the need for a choice, determining goals, considering alternatives, getting information, considering risks and making decisions.
8. Value Clarification: including choosing freely, choosing from alternatives, prizing and cherishing, affirming, action on choices, internalizing values.

ACTIVITIES IN VOCATIONAL DEVELOPMENT

The amount of school time available for any or all of these activities is dependant on the individual school. However, some specific activities that can be considered are as follows:

1. Visits to business and industry
2. Career days
3. Career orientation program
4. Industry orientation programs

5. Collection and classification of resource materials on information
6. Cooperation with community organizations in making occupational information available to students
7. Maintaining up to date files of occupational information and other guidance materials (Career Information Center)
8. Faculty planned vocational guidance program
9. Career clubs
10. Voluntary Discussion groups (group counseling)
11. Orientation guidance course (introduction to occupational information)
12. Work experience seminar (brief work experience for students followed by discussion groups)
13. Student faculty forums (student faculty committee planning)
14. Parent discussion groups
15. Faculty orientation programs (as part of professional meetings of faculty)
16. Films (occupational, motivational, etc.) discussions
17. Displays from industry in school

Topics suggested for middle school grades include:

1. Discovering yourself
2. Why Work?
3. The Pupil Looks At Himself As A Person and a Future Worker

4. Relating Your Ability to Occupational Choice

5. Planning for Post High School Education Begins Now

6. School Work Programs

7. Why Study About Occupations

8. Sources of Occupational Information

9. How to Study An Occupation

10. Personality As Related to Success In the World of Work

11. Punctuality As Related To Success In Job Seeking

12. Filling Out A Job Application

13. The Job Interview

14. Personal Appearance And Manners As Related to the Job Interview

15. The Employment Certificate (Working Papers)

16. Summer Employment

17. Volunteer Service

18. Changing Patterns In the World of Work

19. Post High School - 13th and 14th Year Technical and Intensive Craft Training

20. Exploration of job clusters

21. Interest Inventory

22. Simulation Work Experiences

SUGGESTIONS FOR CAREER ORIENTATION PROGRAMS

1. Stress: Need for more knowledge due to new products, new methods, (with illustrations of same), the need for more preparation - what kind, kinds of technical problems to be overcome, kinds of knowledge needed, effect of automation. The need for workers with "right" attitude, interest, responsibility, desire to learn - to advance.

2. A portable demonstration (panels or actual objects, drawings, for display in the school, prior to presentation, to illustrate the above.

3. A brochure or booklet, illustrating the kinds of things the future holds, what part company plays, what is needed in terms of manpower, knowledge, etc.
4. Slides/filmstrips or films to illustrate presentations.
5. Speakers if possible should be "role models" possibly graduates of the school (negro and white) or those who advanced in th[illegible]y and can relate personal histories of a moti[illegible] and aspirational nature.
6. Suggested guide for presenting job information to students:
    a. What are the entry jobs for your company?
    b. What education or training is required? What abilities are most essential? In what fields of knowledge is competence most important? What school subjects have most bearing on skills required? What degree of responsibility is expected? Is independent judgment important?
    c. What personal qualifications are most important for this field of work? Personality traits? Interests? Physical traits?
    d. What are the most attractive features: associations with or service to other people, the actual contribution of the work, the personal rewards, the conditions under which you work? What is the range of income, what features are less attractive, hazards, strains, income, working conditions?
    e. What is the outlook for the future in this

field? Will opportunities increase or decrease? Is there a shortage of qualified persons at present or an oversupply?

f. Is continued training likely to be necessary in this field? Where and how may it be obtained? Do employers give monetary or other recognition for such added training?

These programs can be arranged for auditorium groups, class size groups or larger groups of several classes or mixed groups. Depending on the schedule, some speakers will remain in the school for an extended period of time to visit with groups and answer questions.

SUGGESTIONS FOR INDUSTRY ORIENTATION PROGRAMS

These programs are designed to give students a broad panoramic view of industry as an inspirational motivational technique.

Speakers usually present an exciting demonstration (films, filmstrips, or slides) illustrative of the kinds of activity, characteristic of the industry. They utilize actual experimences models, films and other audio visual aids together with a brief discussion of the history, development, and projected future plans of the industry.

This is an opportunity for an institutional representative to present to young people some basic concepts relative to the sociology of work, the asthetic and utility values of the industry, the contribution of the industry on our American way of

life, the impact of the industry on our daily living and the values to society.

While the purpose of such programs is primarily motivational, much knowledge referrant to kinds of jobs, requirements for entry into each field, rewards and satisfactions is conveyed to the students. In addition, job, family information of a broad nature, and future needs of the industry are interwoven in the presentation. It is usual for the speaker or demonstrator to remain for a deeper discussion with intensely interested students as the speaker reacts as a "role model."

A portable exhibition for display in the school building prior to presentation is an excellent anticipatory technique.

SUGGESTIONS FOR INDUSTRY ORIENTATION TRIPS

Trips to industry are one of the many vocational guidance activities that aid students to cope with the developmental process of considering tentative decisions in their vocational development planning. Thus, visits to industry and business serve as exploratory experiences for students, who are at a point in their educational and vocational planning where the necessity of making a choice of high school is imminent, to obtain an intimate exposure to the organization and operation of the working world. Trips also serve as a panoramic view of the multitude of occupations that make the "wheels of our economy turn."

PURPOSE

Industry exposure experiences present to students the following possibilities:

1. How industry is organized for production and service to the community.
2. Observation of many kinds of occupations, jobs and professions.
3. Observation of "role models" (successful persons)
4. Motivational and aspirational incentives
5. General characteristics industry and business require of its workers (personal and academic characteristics for entry)
6. Depth presentation of jobs, job families, incentives, satisfactions, plans for advancement, etc.

SUGGESTED BASIC PROCEDURE

1. General background presented by company official overall review of industry - kind of products or service, how company serves community, kinds of equipment, kinds of jobs, what to observe in plant tour.
2. The tour.
3. Post discussion with company officials to answer questions, particularly in connection with such items as requirements for entry jobs, prior school preparations, incentives for advancement, satisfactions, etc.
4. Distribution of literature and samples if available.

SCHOOL FOLLOW-UP

1. Discussion period of group with trip sponsor (group guidance and/or group counseling.
2. Preparation of report by each student attending trip around such areas as:

a. The service of this company to the community

b. Kinds of jobs

c. Preparation needed to enter company

d. Incentives presented by company

3. Correlation with activities in English, social studies, science, shop subjects (aid of these subject matter teachers in preparing reports of student)

4. Use of these students to address other sections (during homeroom guidance periods) as a cadre for presenting occupational information to students in other sections.

5. Possible relating of experience in assembly programs or smaller group assemblages.

SUGGESTIONS FOR FACULTY ORIENTATION PROGRAMS (THE ECONOMIC, SOCIAL, CULTURAL, AND EDUCATIONAL ENVIRONMENT OF THE COMMUNITY)

This is an orientation program for staff to bring into sharp focus the "state of the community" and the "forces at work within the community" as background data for a better understanding of the school needs of our students.

Staff will gain insights from the background data which will result in more dynamic, meaningful relationships between staff members, teachers, and pupils. The program takes the format of speakers and other audio-visual aid presentations to the staff of the school, followed if possible, by small group discussions and/or workshops. These presentations can be part of the on-going staff professionalization and upgrading program of the school and be integrated with administrative staff meetings.

Some suggested topical areas:

1. The Demography of the Community
2. The Cultural Patterns Within the Community
3. The Economic and Social History of the Community
4. The Commercial, Manufacturing, and Industrial Aspect of the Community
5. The Health and Welfare Services with the Community
6. The Recreational Services in the Community
7. The Ministerial View of the Community
8. The View of the Urban League
9. The NAACP View of the Community
10. The Human Relations Commission Story
11. The Parents' View of the Community
12. The School View
13. The Job Opportunity within the Community
14. New Youth Job Training and Educational Program

SUGGESTIONS FOR THE CAREER MATERIALS RESOURCE CENTER

Most junior high school students are not ready to study specific jobs or to make vocational choices. They are ready to study the major sources of employment in their region and to learn about the job families in these industries. They should learn about living conditions and recreational opportunities in the area, too. They are ready at this stage to discuss what they hope to achieve in high school and to outline tentative plans for their lives beyond high school. Few American youth will select one job and work in it throughout their lives. It is important, therefore, that the student not only learn a great deal about the few occupations which appeal

to him most but that he learn about other related occupations.

The Career Materials Resource Center is one service which can help the student gain insights into the many facets of specific occupations and job families.

The Career Information Center provides:

1. Bulletin boards displaying occupational information material
2. A lending library of occupational information
3. A reading section for use in library
4. Materials that students may retain and take home for personal use and discussion with family
5. A volume on high school courses, subjects, curriculum and requirements
6. Film strips on Vocational Guidance
7. Film Catalogs on Vocational Guidance
8. A suggestion box for students and teachers to indicate what areas and information they require or need to investigate and specific questions students have in connection with occupational information.

The Career Materials Resource Center can be used by;

1. Teachers
2. Teachers and class as part of homeroom guidance and vocational guidance lessons
3. By students
4. By parents

The Career Information Center, if located in the library has the same hours as the library schedule. However, consideration can be given to the Occupational Information Center as part of the "Guidance Office." Many business, industrial and governmental offices will supply pamphlets, booklets and other material in large quantities.

SUMMARY

An effective school program for developing career appraisal insights for middle school students should involve all school staff members. The developmental needs of our culture must be blended with the individual needs of each student in an ongoing career guidance covering every facet of the career education process. Thus, curricula material must reflect the realities of the world of work and involve community resources as well as formal academic exposure.

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